

Final Report of
Pilot Study of the Use of Diaries to
Evaluate the Benefits of the
Youth Conservation Corps to Enrollees

submitted as required

by agreements between

USDA Forest Service, Human Resource Programs
and USDI, Office of Youth Programs

and

Rocky Mountain Forest and Range Experiment Station
U.S. Forest Service

and by

Cooperative Agreement No. 16-814-CA

between

Colorado State University
and

Rocky Mountain Forest and Range Experiment Station

submitted by

Lynn A. Johnson, Principal Investigator
Department of Recreation Resources
Colorado State University

B. L. Driver, Research Forester
Rocky Mountain Forest and Range Experiment Station

and

Chris Worley and Ted Shore, Research Assistants
Department of Recreation Resources
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EXECUTIVE SUMMARY

This report describes a pilot study of the use of diaries to evaluate the benefits of the Youth Conservation Corps (YCC) to enrollees. The diary methodology was used as an alternative to more common survey and interview methodologies.

Basically, the objectives of the study were:

1. To determine which instructional set given to enrollees and what number of enrollees in a camp keeping diaries yielded the most and best information.
2. To determine if there were any negative effects associated with participation in the YCC.
3. To determine if the diaries provided a richer description of, or a different perspective of benefits, of the YCC than currently being evaluated by mail questionnaire in other studies.

It was found that the instructional set given to enrollees in which they were asked to specifically write about the benefits (and negative effects) they realized from participation in YCC, and having only two enrollees in camp keeping diaries provided the most and the best information. Also, it was found that the diaries provided a somewhat richer description of, or at least a different perspective of, benefits in the five main categories of benefits currently being evaluated by mail questionnaire in other studies of the long-term benefits of YCC program. The descriptions of benefits in the diaries provided a more personal view of what the enrollees were getting out of the program.

One category of negative effects was suggested in the diaries. These are related to frustrating experiences of the enrollees that resulted from camp disorganization.

INTRODUCTION

This report is on a pilot study of the use of diaries to evaluate the benefits of the Youth Conservation Corps (YCC) to enrollees. The study was directed by Lynn Johnson, Research Associate, College of Forestry and Natural Resources, Colorado State University (CSU), with the cooperation of Dr. B. L. Driver, Recreation Research Project Leader of the Rocky Mountain Forest and Range Experiment Station (RMS).

The diary pilot study is part of a five-year program of research designed to measure the long-term benefits of YCC participation. The research was done cooperatively by RMS and CSU for the U. S. Department of the Interior (USDI) and the U. S. Forest Service (USFS) administrators of the Youth Conservation Corps, under funding provided by those two agencies.

The nature and scope of the overall program of research to evaluate the long-term benefits of the YCC is described in the research proposal by Driver and Shikiar entitled "Revised Proposal for a Five-Year Program of Research to Evaluate the Long-Term Benefits of Participation in the Youth Conservation Corps" which was submitted to USDI and FS administrators in December 1978. This study is not described in the "Revised Proposal" as it was a recent addition to the Long-Term Benefits Evaluation.

PURPOSE

An important feature of the five-year program of research is evaluation of enrollees on selected attitudinal and behavioral dimensions: environmental awareness, work habits and skills, ability to get along with others, self-concept, and basic orientation to life. Although these categories

were identified through extensive preliminary research, (e.g., literature searches, exploratory studies, and expert opinion), they do not necessarily capture the full range of attitudinal and behavioral changes which may result from participation in the YCC program.

In addition, evaluation efforts have focused primarily on the benefits or positive results of YCC participation. Although questionnaire items allow for negative responses, enrollees might not have had adequate opportunity to report on negative aspects of their YCC experience such as unpleasant discoveries about oneself, disappointing interpersonal relations, and exposure to delinquent behaviors.

To help capture the full range of both positive and negative effects of participation in the YCC, an alternative methodology was explored. This method consisted of enrollees keeping diaries of their experiences while in the YCC program. However, it was decided that before a large scale diary study was conducted, a pilot study should be done to evaluate certain methods for obtaining diary information of the highest quantity and quality. This report documents the results of that pilot study.

OBJECTIVES

The pilot study of the use of diaries had several objectives:

1. To determine which instructional set and number of enrollees involved yielded the most information.
2. To determine which instructional set and number of enrollees involved yielded better information (a richer elaboration of benefits).
3. To determine if there were any negative effects associated with YCC participation.

4. To determine if the diaries provided a richer description of, or a different perspective of, benefits of YCC than currently being evaluated by mail questionnaires in other studies.

METHODOLOGY

Selection of Camps

Eight YCC camps were selected for the sample by the director of Human Resource Programs USFS in Region 2. One additional camp was added from Region 3. Camps were selected that were as similar as possible on the following characteristics:

1. Size of camp (25-30 enrollees)
2. Coed mix
3. Racial mix
4. General type of work done
5. Presence of an environmental awareness coordinator
6. Same organizational structure
7. All eight week camps
8. Camp whose benefits will most likely be the same
9. Residential camps similar with respect to housing and non-residential camps that will or will not have spike camps, etc.
10. Camp directors that will be willing to participate in such a study

Similar camps were selected to control for camp differences which might otherwise mask the effects of the different methods being evaluated. Thus, any differences found in the diaries from camps with a different instructional set or number of enrollees keeping diaries are more likely to be correctly attributed to these characteristics.

Methodologies Evaluated

One of the methodologies evaluated was the instructional set given to the enrollees. The two types of instructional sets tested were called the Benefit Set and the No-Benefit Set. The Benefit Set was a set of instructions that specifically asked enrollees to write about the benefits (and negative effects) they realized from their YCC experience. The No-Benefit Set was a set of instructions that asked enrollees only to write about significant events and thoughts regarding their YCC experience.

The second methodology evaluated concerned the question should all the enrollees in camp keep diaries, or will just two enrollees per camp provided the same amount and quality of information? The study plan discusses pros and cons of the two possibilities (See Exhibit 1 for the study plan entitled "Pilot Study of Use of Diaries to Document Enrollee Experiences in the YCC").

Procedure

Participation in the Benefit Set condition was requested from a male and female from each of four camps through a random selection process. A male and female were requested to keep diaries at two residential and at two non-residential camps under this Benefit Set/Two Enrollee condition.

Participation in the No-Benefit Set condition was requested by the camp director from all the enrollees in each of five different camps. There were two residential and three non-residential camps.

Therefore, the two basic conditions tested were the Benefit Set/Two Enrollee compared to the No-Benefit Set/Whole Camp. A more complete fully crossed research design, which would include all enrollees in camp keeping diaries under the Benefit Set and only two enrollees keeping diaries

under the No-Benefit Set would allow a more precise interpretation of the results. However, it was decided that the design used in this study was sufficient to provide enough information to decide if it was the instructional set or the different number of enrollees keeping diaries that was producing the best results.

The enrollees in the No-Benefit Set/Whole Camp condition were told by the camp director at the beginning of the summer that the entire camp would be receiving \$200 at the end of camp for their help with the study. They were told they could do whatever they wanted with the money. About two weeks before the end of camp it was discovered that the payments could not be made because of federal regulations. The enrollees were told about the problem and that they could each receive a T-shirt for their help instead. Given that the diaries were filled out even during these last two weeks and returned, there is no way to know how this problem affected the results. The enrollees in the Benefit Set/Two Enrollee condition were each paid \$30 from nonfederal funds after the end of camp for their help.

Non-Response

Diaries were returned from everyone who received a diary in the Benefit Set/Two Enrollee condition except one male. Thus the sample size was reduced from eight to seven. The sample size for the No-Benefit Set/Whole Camp condition was 89. It is not known how many enrollees in this condition received diaries but did not complete and return them.

DATA ANALYSIS

To achieve the objectives of this study (described on page 4), a content analysis of the diaries was pursued. Objective 1 was quantitative

in nature and a formal content analysis of the diaries was made. The other objectives were more qualitative in nature. Consequently, a more subjective content analysis was performed.

Content Analysis

The first task was to set up content categories under which expressed benefits might fall. Budd and Thorp (1963) list the criteria for categories:

The primary requirements for any set of categories are that they must be: 1) tailored accurately to fit the needs of the study so that they will provide the answers to the questions asked, 2) exhaustive, and 3) mutually exclusive.

Based on the considerable amount of developmental research conducted to identify the benefits of the YCC program, five general benefit categories were adopted. These are: 1) Awareness and appreciation of the environment, 2) Work habits and skills, 3) Ability to get along with others, 4) Self-confidence, and 5) Basic orientation to life (See the "Revised Proposal for a Five-Year Program of Research to Evaluate the Long-Term Benefits of Participation in the YCC").

The next problem was to define those categories in line with the criteria listed above. Since the categories had been developed by other research of YCC benefits, the first criterion was easily met. The categories were made to fit the needs of this study and thus could provide answers to the questions asked.

The second criterion, that the categories were exhaustive, required a small pilot test to see if any other categories were suggested by the diaries themselves. That pilot test, done on ten randomly selected diaries, was particularly sensitive to negative effects. The pilot analysis uncovered one category which was added to the five categories already established. This sixth category was labelled Organizational Orientation.

Prevalent in some diaries was a "security" feeling associated with well planned activities (work or play) or a feeling of frustration which was related to a lack of organization. By and large, however, there was more of a tendency to report the frustrations due to a lack of organization and planning than to report positive aspects of this category.

Based on this pilot test it was determined that six categories were exhaustive of benefits (or negative effects) which might be reported.

The third criterion, that the categories be mutually exclusive, was the hardest to meet. It was necessary to redefine the categories because certain categories and subcategories were highly related. For example, Category II, Work Attitudes, Habits and Skills, and subcategory 14, Ability to Work with Others, is related to Category III, Ability to Get Along with Others (See Exhibit 2). It was necessary to alter the categories to make them mutually exclusive. That requirement would help in getting objectivity and reliability in the results by avoiding errors associated with indecision about what category to place a benefit in.

To make the categories exhaustive of possible benefits or negative effects reported and mutually exclusive, they were defined as follows:

Category I: Awareness and Appreciation of the Environment

Comments about environmental processes, insights, natural history, etc., would be included under this category.

Category II: Work Attitudes, Habits and Skills

To avoid confusion between career, school and life philosophies, this category was defined as benefits from the different jobs the enrollees performed. Reporting work accomplishments, pride in a job, skill in the use of a tool, etc., are examples of benefits from work experiences. A simple reporting of what was done would not qualify for inclusion as a benefit in this category.

Category III: Ability to Get Along With Others

This category represented benefits from interacting with a group of other people (enrollees, staff, general public, etc.) and is fairly similar to the original category. Comments on the ability of the group to get along together, special friendships, teamwork, etc., counted as benefits from relationships with others. One thing not included in this category were interpersonal, one-to-one relationships between males and females. It is possible that a separate category should have been formed for this. The category was used, on the other hand, to reflect socially adaptive abilities in a group context. In that sense, it is possible that the category underestimated total benefits of ability to get along with others by excluding the ability to get along with members of the opposite sex.

Category IV: Self Confidence

This category was limited to expressions about the self. Comments on self-worth, self-image, or personal moral values would be benefits considered in this category.

Category V: Basic Orientation to Life

The Basic Orientation to Life category was defined to include comments about life experience, career or educational goals, aspirations for the future, and concern for other members of society.

Category VI: Organizational

Comments which referred to the lack of planning, wasting time, frustrations from nothing to do, etc., were viewed as negative effects.

Quantitative Analysis

With a well defined set of categories, it was possible to formally, quantitatively analyze the diaries. Anytime a benefit category (theme)

appeared, the corresponding number of that category was placed in the margin of the diary. After the diary was finished, a tally was made of all the benefits in each category. In addition, the number of pages written was also counted to provide an additional quantitative measure.¹ Examples of common statements and the category they were assigned to are shown in Exhibit 3.

The coding scheme allowed for the designation of total number of benefits reported in a diary, the number of pages written, and the ratio of number of benefits to number of pages. It was important to know the number of pages written in a diary in relation to the number of benefits recorded in that diary. Benefits per page is a little more precise and standardized for comparisons between diaries.

Table 1 summarizes the analyzed diaries. The average total number of benefits per diary was 11.35 benefits. The average number of pages written per diary was about fifteen pages. And the average benefit per page ratio was a little over one-to-one (1.01:1). To meet the quantitative objective of the study, the following questions were analyzed:

- 1) Is there a difference between total number of benefits per diary for the Benefit Set/Two Enrollee and No-Benefit Set/Whole Camp condition?
- 2) Is there a difference on the benefits per page ratio between the Benefit Set/Two Enrollee and No-Benefit Set/Whole Camp condition?

Results

For all camps there was a significant difference in the mean number of total benefits per diary (Table 2) between the Benefit Set/Two Enrollee

¹A page was defined as one side of a 9 1/2 X 7 inch, college ruled sheet. Pages were rounded to the nearest half page.

Table 1. Number of benefits and pages by camp, instructional set, type of camp, sex and benefit category.

Camp Name	Instructional Set/Participation	Type of Camp ¹	Sex	Benefit Category						Total Benefits	Number of Diaries	Number of Pages
				I	II	III	IV	V	VI			
Pactola	Benefit/ Two Enrollee	NR	M	1	3	6	2	2	4	18	1	8
			F	18	27	19	23	7	13	107	1	24
Ptarmigan	Benefit/ Two Enrollee	R	M	NA ²	NA	NA	NA	NA	NA	NA	NA	NA
			F	2	10	3	2	2	0	19	1	11
South Platte	Benefit/ Two Enrollee	R	M	2	1	0	0	0	0	3	1	6
			F	6	10	10	6	3	3	38	1	23
Poudre	Benefit/ Two Enrollee	NR	M	14	9	8	6	2	2	41	1	15
			F	10	11	8	10	2	1	42	1	23
Gunnison	No-Benefit/ Whole Camp	R	M	26	34	7	6	2	3	78	9	59.5
			F	67	50	56	52	22	24	271	17	316
Sopris	No-Benefit/ Whole Camp	R	M	48	41	13	22	1	0	125	14	187
			F	57	35	38	34	13	3	180	16	450
Tesuque	No-Benefit/ Whole Camp	NR	M	5	4	3	1	0	3	16	3	43
			F	5	8	7	0	1	3	24	6	55.5
Pikes Peak	No-Benefit/ Whole Camp	NR	M	16	7	6	0	0	1	30	6	31.5
			F	17	9	1	2	2	0	31	5	45.5
Summit	No-Benefit/ Whole Camp	NR	M	4	3	1	1	0	1	10	4	7
			F	24	10	12	5	1	8	60	9	97.5
Total				322	272	198	172	60	69	1093	96	1402.5

¹R = Residential; NR = Non-residential

²Data not available (missing).

Table 2. Comparison of average total benefits per diary.

Groups	Mean	Separate variance t-value	df	p
Benefit/Two Enrollee	38.28	2.28	6.06	<.05
No-Benefit/Whole Camp	9.23			

and No-Benefit Set/Whole Camp conditions. The data suggests that the Benefit Set/Two Enrollee condition yields more total benefits per diary than the No-Benefit Set/Whole Camp condition.

The results above would be further supported if in addition to the significant total benefits per diary result, the benefit per page variable was also large for the Benefit Set condition. That was found to be the case (Table 3).

Table 3. Comparison of average number of benefits per page.

Groups	Mean	Pooled variance t-value	df	p
Benefit/Two Enrollee	2.16	3.89	94	<.01
No-Benefit/Whole Camp	.92			

The results in Table 3 suggest that the Benefit Set condition using two enrollees provides more benefit information than the No-Benefit Set condition using all enrollees in a camp. These results also carry a suggestion of quality. It implies that the Benefit Set/Two Enrollee condition yields better information in that more information is contained on fewer pages.

It is hypothesized that it was the Benefit Set rather than the two enrollees that resulted in more benefits reported. It seems likely that all enrollees from a camp would report more benefits than two enrollees just because of the increased number of enrollees. Therefore since the Benefit Set/Two Enrollee condition resulted in more benefits reported, it appears the instructional set is making the difference between the two conditions.

The results discussed above relate to the quantitative objective of this study. The second part of the data analyses utilizes a more subjective content analysis to answer questions related to the qualitative objectives.

Qualitative Analysis

The first qualitative objective was to determine which instructional set and number of enrollees involved yielded the best information. This was a difficult task. However, based on a subjective appraisal, the Benefit Set/Two Enrollee condition provided better information than the No-Benefit/Whole Camp condition. Better information was defined as an elaboration of benefits of the program rather than just a description of activities. Again, it is hypothesized that it was the Benefit Set rather than the two enrollees that resulted in getting better information. It seems likely that all enrollees from a camp would provide better information just because of the increased number of enrollees. Therefore, since the Benefit Set/Two Enrollee condition provided better information, it appears the instructional set is making the difference between the two conditions.

The other two qualitative objectives were to determine if there were any negative effects associated with YCC participation and to determine if the diaries provided a richer description of, or a different perspective of, the benefits of YCC than currently being evaluated by mail questionnaires in other studies. What follows is a subjective description of benefits

reported in the diaries to try to meet those objectives. This analysis is not scientific but is an artistic attempt to enrich the meaning of questionnaire items and responses and to identify some possible negative effects of the YCC program.

Results

Awareness and Appreciation of the Environment. The environment was an awesome spectacle to the enrollees. The vistas the enrollees experienced were among the most beautiful in the world. The natural environment was breathtaking and without comparison. On the other hand, man's power to alter beauty was seen as equally awesome in a negative way. The enrollees felt there is no way to be insensitive to nature once you have experienced it. These enrollees probably felt that if people who misuse the land actually "experienced" the environment and saw the effects of inappropriate land use, they would become more sensitive to their abuse. Also, the diaries had many comments about the resource management practices they learned.

Work Attitudes, Habits and Skills. Comments on work projects occupied a majority of the comments in the diaries. About half of these comments were a simple reporting of what the enrollees did. The other half were expressions of feelings about the work. It appeared that most enrollees felt work was hard, often boring, but usually rewarding. It was especially rewarding to them if the purpose of the work was clear. For example, building water bars on trails to prevent soil erosion was mentioned as usually hard but very rewarding.

Job satisfaction was very important. Most enrollees reported frustration if they could not finish a job, whatever the job was. They wanted

to see things through to the end. For the most part, it appeared the enrollees took pride in their work. They appreciated being praised for good work that was well done. When the work was related to environmental preservation they were especially enthusiastic. The combination of working in the environment and for preservation of the environment seemed to be especially conducive to job satisfaction, enthusiasm, and pride in work.

Ability to Get Along With Others. It appears that the youths were very aware of individual differences between people. Everyone is different and they seemed to be glad of that. They also commented that they see people as another natural resource. People sometimes need to be managed too, but by and large, people are the source of many good things, tangible and intangible.

The enrollees felt getting along with others meant dealing with feelings, often very strong ones. It meant first recognizing the feeling and then dealing with it. Feelings of frustration, resentment, jealousy, accomplishment, and caring were very prevalent. It meant being honest and getting things off your chest; releasing feelings instead of keeping them in to fester and grow. It meant not only getting along with others but with yourself as well. It appears the staff was as much responsible as anybody for getting the enrollees to feel things and to talk about them.

Benefits in this category also relate to the relationships enrollees had with their families. Generally it could be said that YCC provided an opportunity to examine the relationship, good or bad. Many diaries contained comments about how one enrollee had talked to another about his or her family. Some diaries had comments on how many people in camp had parent troubles. These enrollees had an opportunity to compare their family relationship with a good relationship. Enrollees with good relationships usually missed their parents; they seemed to appreciate that

relationship more because they were away from it. The things the parents did for them became more apparent and the youths were able to appreciate the subtleties of the relationship more.

Self-Confidence. It seems that the enrollees believed that self-confidence or self-reliance is largely a function of self-knowledge. Knowing yourself and your feelings is very important to believing in yourself.

Basic Orientation to Life. There appears to have been an awareness among most enrollees that life is a result or combination of experiences. The more experiences one has, good and bad, the better the outlook on life. A life full of experiences is a good life. YCC was viewed overall, as a good experience. But within YCC experience were several smaller experiences, good and bad. All of these contributed to YCC being a good experience.

YCC gave many enrollees the opportunity to think about school and career choices. Also in this category were comments about the enrollee's concern for other people.

Negative Effects. Only one category of negative effects was suggested in the diaries. Occurring fairly frequently and representing 6 percent of all benefits mentioned was a category that is related to camp organization. Enrollees expressed frustrating experiences resulting from a lack of planning. Comments concerned wasting time, boredom and frustration. The one flaw in such a measure is that a high number of occurrences of this category were usually associated with certain camps. Well run camps usually had very few comments about lack of organization or planning. Such experiences might affect future attitudes and performance in jobs, at school, or life in general.

The descriptions of benefits and negative effects are certainly inferential. The descriptions go beyond what was merely stated in the diaries. But it seems these descriptions are accurate of a general feeling across enrollees who kept diaries.

It appears that the diaries provided a somewhat richer description of, or at least a different perspective of, benefits in the five categories of benefit currently being evaluated by mail questionnaires in other studies of the long-term benefits of the YCC program. The descriptions of benefits provide a more personal view of what the enrollees are getting out of the program. For example, some enrollees learned to get along better with others after they learned to recognize and deal with feelings.

Also one category of negative effects related to camp organization was identified from the diaries.

CONCLUSIONS

Quantitative Analysis

Several tests of significance were computed which suggested that the Benefit Set/Two Enrollee condition provided significantly more total benefits per diary and a significantly higher benefit per page ratio than the No-Benefit Set/Whole Camp condition. The significantly higher benefit per page ratio suggests that the quality of information in the Benefit Set/Two Enrollee condition might also be better. Quality, in this case, was defined as an enrollee's ability to state benefits in a shorter amount of space. It is hypothesized that the Benefit Set was responsible for the increased quantity and quality (as defined above) of benefits reported rather than only two enrollees keeping diaries.

Qualitative Analysis

Based on a subjective analysis of the diaries it was determined that the Benefit Set/Two Enrollee condition provided better information than the No-Benefit Set/Whole Camp condition. Again, it is hypothesized that the Benefit Set was responsible for the increased quality of benefits rather than the two enrollees. In fact, the whole camp might provide somewhat more and better information if given the Benefit Instructional Set rather than the No-Benefit Set. However, it is recommended that in future diary research of the YCC program that only two enrollees keep diaries and that they are given a Benefit Instructional Set because:

1. While the use of a whole camp in keeping diaries does provide good information, the variability in both quality and quantity of reported benefits make it not worth the extra time and cost it takes to get the information.
2. By having only two enrollees in a camp keep diaries, more time and money can be spent to include a variety of camps in the sample. For example, the sample can be extended to more camps in different regions of the country and to camps operated by different agencies.

It was found that the diaries provide a richer description of, or a different perspective of, benefits currently being evaluated by mail questionnaires in other studies of the long-term benefits of the YCC program.

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EXHIBIT 1

Study Plan

for

Project Entitled

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Enrollee Experiences in the
Youth Conservation Corps

submitted as required by

Cooperative Agreement No. 16-814-CA

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by

Ted Shore, Research Assistant
Department of Recreation Resources, CSU

and

Lynn A. Johnson, Research Associate
Department of Recreation Resources, CSU

submitted to

B. L. Driver, Recreation Research Project Leader
Rocky Mountain Forest and Range Experiment Station

Scope

This study is part of a five-year program of research that is being done cooperatively by the Rocky Mountain Forest and Range Experiment Station (RMS) and Colorado State University (CSU) for the U.S. Department of the Interior (USDI) and the U.S. Forest Service (USFS) administrators of the Youth Conservation Corps (YCC), under funding provided by those two agencies. The study is directed by Ted Shore, Research Assistant, College of Forestry and Natural Resources, CSU, and Lynn Johnson, Principle Investigator, College of Forestry and Natural Resources, CSU, with the cooperation of Dr. B. L. Driver, Recreation Research Project Leader of the Rocky Mountain Forest and Range Experiment Station.

This study plan will focus on a pilot test of a methodology in which enrollees will be asked to keep diaries during YCC camp. The purpose of the research is to evaluate the appropriateness of that methodology for subsequent YCC diary research. The diary research will supplement current evaluations of the long-term benefits of participation in the YCC.

The Broad Program of Research

The nature and scope of the overall program of research to evaluate the long-term benefits of the YCC is described in the research proposal by Driver and Shikar entitled "Revised Proposal for a Five-Year Program of Research to Evaluate the Long-Term Benefits of Participation in the Youth Conservation Corps" which was submitted to USDI and FS administrators in December 1978. The research described in this study plan is not described in the "Revised Proposal" as it is a recent addition to the Long-Term Benefits Evaluation.

Justification

An important feature of the Long-Term Benefits Evaluation is that enrollees are being evaluated with questionnaires on selected attitudinal and behavioral dimensions (e.g., environmental awareness, ability to get along with others, self-concept, basic orientation to life, and work habits and skills). Although these categories were identified through extensive preliminary research (e.g., literature searches, exploratory studies, and expert opinion), they do not necessarily capture the full range of attitudinal and behavioral changes which may result from participation in the YCC program.

In addition, evaluation efforts have focused primarily on the benefits or positive results of YCC participation. Enrollees might not have had adequate opportunity to report on negative aspects of their YCC experience (e.g., unpleasant discoveries about oneself, dissappointing interpersonal relations, exposure to delinquent behaviors, etc.). Thus, the major purpose of the diary research is to supplement the information currently being provided by the Long-Term Benefits Evaluation of YCC participation.

To meet this objective, the proposed study will utilize an alternative methodology to assess the affects of YCC participation on enrollees. This method will consist of enrollees keeping diaries of their experiences while in the YCC program. The diary method has certain advantages. A record of experiences kept over a period of time can provide a greater understanding of the process of change within an individual (e.g., YCC enrollees) than questionnaires which assess an individual at particular points in time. Second, diaries might provide more in-depth insight into the attitudes and feelings of enrollees as a result of their freedom to elaborate on their experiences without the restrictions often imposed by questionnaires.

(e.g., choosing the one best response out of a group of predetermined responses). Thus, the diary method will enable YCC enrollees to report on aspects of their experience not necessarily measured by the predetermined categories of possible YCC benefits characteristic of the questionnaires used in other aspects of the YCC Long-Term Benefits Evaluation.

Purpose

The purpose of the present study is to pilot test certain methods for obtaining diary information of the highest quality. Quality of information refers to such dimensions as completeness of diaries including richness of detail and thoroughness of descriptions of significant events and feelings about those events, and perceived benefits of YCC.

Methodology Tested

I. Instructional Set

Two types of instructional sets for enrollees keeping diaries will be tested.

A. Benefit Set

One set of instructions will specifically ask enrollees to write about the benefits (and costs) to themselves of their YCC experience. The benefit categories used will parallel those employed in the Panel study of the Long-Term Benefits Evaluation (Appendix 1).

B. No Benefit Set

An alternative instructional set will ask other enrollees to write only about significant events and thoughts regarding their YCC experience. The major difference between these two instructional sets is that the former ("benefit set") asks enrollees to write about the benefits and costs of their experience in YCC, while the latter ("no benefit set") does not. At present, it is uncertain as to which form of instructional

set will yield the most useful diary information. One purpose of the present study, then, is to test the relative advantage of these two instructional sets.

II. Sample Size

A second methodological concern is the number of enrollees in each camp filling out diaries.

A. Two Enrollees Participating per Camp

One alternative approach is that only two enrollees per camp will fill out diaries. This will make it possible to sample a larger number and thus greater variety of camps than if all (or most) enrollees from each camp were sampled. This is because there is a practical limitation on the number of diaries that can be analyzed by the research team. Also, there are limitations on funds that can be paid to each participant. Also, having only two enrollees in each camp fill out diaries could increase the variety, or range, of information obtained compared with that obtained from fewer camps in which all enrollees participate. This is because enrollees in the same camp might have similar experiences and similar responses to those experiences.

Another possible advantage of only two enrollees filling out diaries is that of increased motivation to participate. Enrollees agreeing to participate should have a higher degree of interest in the study than if all the enrollees in a camp were asked to participate. In the camps where all the enrollees would be asked to participate, peer pressure could influence their decision to fill out diaries instead of a genuine interest in doing so. Rather, in camps where only two enrollees are asked to participate, they are given the opportunity to decline with no peer pressure influence.

B. Total Camp Participation

One possible advantage, however, of all (or most) enrollees per camp participating in the project is that a more supportive attitude toward the project might result than if only two enrollees in the camp were involved. This is because there might be a higher level of involvement of the camp director if all enrollees were filling out diaries. Also, if only two enrollees per camp were filling out diaries, there might be some animosity or even mild ostracism expressed toward the research participants from the non-participating enrollees. Giving all the enrollees the opportunity to participate in the project would alleviate this potential problem.

In view of the uncertainty of which method will provide the highest quality of diary information, both the two enrollee per camp and total camp condition will be tested. In addition to the major questions of instructional set and sample size, several other issues are of concern which the present study will pilot test. These include the nature of the camp director's involvement in the diary project, individual vs. group (camp) payment for research participation, and different methods of diary collection at the end of camp.

In summary, the objectives of this study are:

1. To determine both the utility (in terms of quality of information yield) as well as the feasibility of several methodological alternatives for subsequent diary research.
2. To identify a preliminary list of possible short-term and long-term effects (both negative and positive) of the YCC on the enrollees.
3. To determine how the effects of the YCC on the enrollees differ by different subgroups (males vs. females, residential vs. non-residential camps).

Method

Subjects

I. No Benefit Set

The subjects will be approximately 140 enrollees (about 70 males and 70 females) from the 1980 YCC program.

II. Benefit Set

The subjects will be eight enrollees (four males and four females) from the 1980 YCC program. All participants will be enrolled in eight week residential or non-residential YCC camps during the summer of 1980.

Design

Two experimental conditions will be pilot tested.

I. No Benefit Set

In this condition all the enrollees in each participating camp will be requested to keep a diary. The instructional set will ask them to write about significant events, their feelings about those events, as well as their thoughts in general. No specific reference to possible benefits or costs of the enrollees' YCC experience will be made in the no benefit instructional set.

Five USDA Forest Service YCC camps will be selected for this condition.* Three of these camps will be residential and two will be non-residential camps.

II. Benefit Set

In this condition two enrollees (one male and one female) in each participating YCC camp will keep diaries. The instructional set will

*The original study design called for eight USDA Forest Service and eight USDI camps to participate in this study. Since it was not possible to obtain permission of the USDI camps because of time constraints, a fifth USFS camp was added to increase the sample size.

request them to write mainly about benefits and negative aspects of their YCC experience. The instructions will also ask them about significant events, their feelings about those events, and their thoughts in general.

Four USDA Forest Service YCC camps will be selected for this condition. Two of these camps will be residential and two will be non-residential. The sample design is shown in Table 1.

Table 1. Number of USDA Forest Service YCC camps selected for study as a function of instructional set and type of camp.

Benefit Set		No Benefit Set	
Residential	Non-Residential	Residential	Non-Residential
2	2	3	2

Procedure

To meet the objectives of this study, six major tasks are necessary:

- I. Selection of YCC camps.
- II. Initial contact with selected camps and enrollees.
- III. Administration of materials.
- IV. Collection of diaries and camp/enrollee payment.
- V. Data analysis.
- VI. Reporting of findings.

I. Initial Selection of YCC Camps

YCC camps will be selected for study by personnel with the Human Resource Program of the U.S. Forest Service in Region 2. The director of Human Resource Programs in Region 2 will be contacted to select eight YCC camps from the 1980 YCC program for participation in the research. It will be requested that the camps selected be similar on the following criteria:

1. size of camp (25-30 enrollees)
2. coed mix
3. racial mix
4. general type of work
5. all have an environmental awareness coordinator
6. same organizational structure
7. all eight week camps
8. camps whose benefits will most likely be the same
9. residential camps similar with respect to housing and non-residential camps will have or not have spike camps, etc.
10. camp directors will be willing to participate in such a study.

Similar camps will be selected to control for camp differences which might otherwise be confounded with the effects of the independent (experimental) variables (instructional set, sample size, and type of camp). Thus, any differences found in the quality of diaries from camps with different characteristics (e.g., instructional set) will more likely be attributable to these variables.

All selected YCC camps will be assigned to experimental conditions in the following manner: Two of the four residential camps will be randomly assigned to the "Benefit Set" condition, the remaining two camps will be assigned to the "No Benefit Set" condition. Two of the four non-residential camps will be randomly assigned to the "Benefit Set" condition, the other two camps will be in the "No Benefit Set" condition.

II. Initial Contact with Selected Camps and Enrollees

Once the camps have been selected and assigned to conditions, the camp directors will be contacted by telephone at least two weeks prior to the beginning of camp. The directors will be informed as to the nature and

purpose of the research and their participation in the project will be requested. The director will be told that participation is voluntary and that the study is not an evaluation of their camp, themselves, or the enrollees, but rather is an evaluation of the YCC program as a whole.

A. No Benefit Set Condition

Several additional statements will be made to the camp directors in the no benefit set condition as follows: It is desired that the entire camp participate in the study. The camp director will be asked to request the participation of the enrollees in his/her camp the first or second day of camp. As an incentive to the enrollees to fill out diaries, the camp will be awarded \$200 toward the end of the summer. The camp will decide how to spend the money. The camp director will be asked to remind the enrollees once every two weeks to write in their diaries. The study director will call the camp director during the first week of camp and again around the middle of the summer to check on how the project is progressing. At the end of camp the director will be sent self-addressed-return postage paid envelopes in which the enrollees will seal their diaries. The camp director will collect the sealed envelopes and mail them back to CSU. The diaries will be returned to the enrollees in several months after the completion of the research if the enrollees wish.

B. Benefit Set Condition

(1) Initial contact with camp directors

In addition to a general explanation of the diary study, the camp director in the benefit set condition will be told that the research team would like two enrollees (one male and one female) from his/her camp to keep a diary of their experiences in YCC this summer. The camp director will be asked to randomly select the names of three males and three female enrollees

and supply the research team with their names, addresses, and phone numbers. The study director will randomly select one male and one female and contact them by telephone at home to request their participation in the study. The names of the two additional males and females will be used as alternates. As an incentive to fill out diaries, each participating enrollee will be paid \$30 at the end of camp. A post card or brief letter will be sent to each participating enrollee twice during the summer to remind them to write in their diaries - the camp director should not remind them. The camp director will be called once around the middle of the summer to get his/her impression of how the project is progressing. At the end of camp each of the participating enrollees will be sent a self-addressed-return postage-paid envelope. They will be asked to seal their diary in the envelope and either mail it themselves or give it to the camp director to mail back to CSU. When the diary is received at CSU, the enrollee will be sent (at home) a check for \$30 and a letter thanking him/her for their help with the study. In several months, after the completion of the research, the diary will be returned to those enrollees who wish to have them back.

(2) Initial contact with enrollees

If the camp director agrees to help with the study, the study director will randomly select the name of one male and female enrollee from those names supplied by the director. He will contact each of these two enrollees by telephone at least two weeks prior to the beginning of camp. The nature and purpose of the project will be explained and their participation requested. They will be asked to keep a diary of their experiences in YCC this summer and that the research team is especially interested in the benefits they derive from the YCC program. The conversation will essentially cover the same points as in the "Benefit Set" camp director conversation described above.

III. Administration of Materials

A. No Benefit Set Condition

If the camp director agrees to request the camp's participation in the study, several materials will be sent to the camp director (at camp) several days before the enrollees arrive. These materials will consist of the following:

(1) Cover letter

This letter will confirm the purpose and official nature of the study. The letter will essentially reiterate the points covered in the initial telephone conversation with the camp director described above. The cover letter is shown in Appendix 2.

(2) Camp director presentation guide

A set of instructions will be given to the camp director to aid their presentation to the camp requesting the camp's participation in the study. The presentation guide is shown in Appendix 3.

(3) No benefit set enrollee instructions

The camp director will be asked to hand out one set of instructions to each enrollee. The instructions iterate what the enrollees were told in the camp director's presentation and provide additional detail as to what types of things to write in their diaries (Appendix 4).

(4) Diaries

The diaries themselves will consist of 9½ x 6 inch spiral-bound notebooks containing 150 sheets of white college ruled paper and have a front and back cover made of sturdy cardboard. The camp director will be instructed to give one notebook (diary) to each participating enrollee.

B. Benefit Set Condition

If an enrollee agrees to participate, several materials will be sent to the enrollee and the camp director.

(1) Enrollee Confirmation Letter

A letter will be sent to the enrollees who were contacted and agreed to participate in the study. This letter will confirm the purpose and official nature of the study. This letter will be sent to the enrollee at home shortly following the initial contact conversation (Appendix 5).

(2) Camp Director Confirmation Letter

A letter will be sent to the camp director which will serve to iterate the purpose of the research. In addition, the letter will inform the camp director as to which male and female enrollees from his/her camp will be participating in the study. This letter will be sent to the camp director as soon as it has been determined which two enrollees from his/her camp will be participating in the study (Appendix 6).

(3) Enrollee Benefit Set Instructions

A set of instructions will be sent to each participating enrollee (in care of the camp) several days before the beginning of camp. The instructions will provide a detailed explanation of the kinds of things they should write in their diaries. This will emphasize the benefits of their YCC experience to the enrollees (Appendix 7).

(4) Diaries

Along with the instructions, a blank diary will be sent to each participating enrollee. The diaries for the "benefit set" condition are identical to those for the "no benefit set" condition.

(5) Reminder Letter

Twice during the summer the enrollees in the "benefit set" condition will be sent a brief letter reminding them to write in their diaries (Appendix 8).

IV. Collection of Diaries and Camp/Enrollee Payment

A. No Benefit Set

One week prior to the end of camp, the camp will be sent a check for \$200 for their camp's help with this study. Sending the money one week before camp ends will enable the camp to decide how to spend the money while the camp is still together as a group. The camp director will be asked to instruct enrollees to continue to write in their diaries until the end of camp. Along with the money will be a set of self-addressed-return postage paid envelopes. Each participating enrollee will be given an envelope in which to seal their diaries. The camp director will collect the sealed envelopes and mail them back to CSU. In several months, after the completion of the research, the diaries will be returned to the enrollees who wish to have them back. A letter will be sent along with the diary thanking them for participating in the study.

B. Benefit Set

Several days before the end of camp, the participating enrollees will be sent a self-addressed-return postage paid envelope. They will be requested to seal their diary in the envelope the last day of camp and either mail it or give it to the camp director to mail back to CSU. Upon receipt of the diary, the enrollees will be sent a check for \$30 at home along with a letter thanking them for their help with the study. After the completion of the research, the diaries will be returned to the enrollees who wish to have them back.

V. Data Analysis

The procedure for data analysis will consist largely of a content analysis of the diary material. The first phase of the analysis will involve training coders in the technique of content analysis. Two individuals will undergo two half-day training sessions which will consist mainly of practice

in analyzing sample open-ended questionnaire responses and sample diaries from previous YCC enrollees. The training sessions will be supervised by a member of the research team who has expertise in content analysis.

A sample of eight diaries from the "no benefit set" condition will be randomly selected for analysis. These samples will be drawn such that at least one diary will be sampled from each camp and so that an equal number of males and females will be represented.

Each of these diaries will be read by at least two individuals trained in content analysis. As each diary is read, significant or noteworthy statements will be coded into general topic areas determined on the basis of the content of the diary material. Then, a frequency distribution of these topics for each diary will be compiled. Each frequency listing will be compiled separately by each code for each diary. Then, the final listing for each diary will be compiled on the basis of consensus between coders. Following the topical listing will be a list of verbatim comments representative of the topical areas for each diary. A composite list of representative comments will be prepared for each diary on the basis of consensus among coders.

All the coders will then meet to integrate the material for the "benefit" and "no benefit set" diaries separately. For each instructional set an overall frequency distribution followed by a listing of representative comments will be presented. A discussion of the dominant themes will also be presented and a recommendation for subsequent diary research methodology (e.g., instructional set, sample size) will be made. In addition, comparisons will also be made between residential and non-residential camps to determine whether a certain instructional set or sample size is more appropriate for a certain type of camp.

VI. Final Report

A final report will be submitted December 31, 1980 to USDA and USDI administration of the YCC program.

Appendix 1

Long-Term Benefit Categories

Past YCC evaluation efforts indicate that enrollee benefits can be grouped into five broad classes. These five broad classes of benefits are:

1. Increased awareness and appreciation of the environment:
Greater and lasting appreciation of nature; a better understanding of the principles and problems of resource management; increased knowledge of environmental issues; a greater personal concern for the environment; more personal action taken to help preserve the environment; greater understanding of the complex decision-making process associated with environmental policy concerns; participation in outdoor activities, etc.
2. Improved work habits and work skills: Increased skill in use of hand tools; better work habits; better attitude toward work; greater work production, etc.
3. Improved ability to get along with others: More open with people; more concern for others; less ethnic bias; greater leadership ability; greater appreciation of home, family, and community when camp is over, etc.
4. Increased self-confidence: Improvement in self concept; greater independence in social situations, etc.
5. Improvement in the enrollee's basic orientation to life: Greater awareness of and direction toward life goals, such as determining college major or choosing a vocation, more physically fit and carrying this into later years; increased dependability, etc.



College of Forestry and Natural Resources
Department of Recreation Resources

Colorado State University
Fort Collins, Colorado
80523

Appendix 2

Letter to Camp Director in No Benefit Set Condition

A team of research scientists at Colorado State University have been asked to conduct several evaluations of the Youth Conservation Corps program for the United States Department of the Interior and the U.S. Forest Service. One of the studies will obtain information on the enrollees' perceptions of YCC while in camp. We propose to get that information by asking enrollees to keep diaries of their experiences in the YCC this summer. We appreciate your willingness to help with this study.

Please understand that this study is not an evaluation of your camp but of the YCC program as a whole. Participation is voluntary, but without the help of you and the enrollees the study will not be successful.

Please present the idea of this study to your camp the first or second day of camp. I have enclosed a brief presentation guide to help you. Please read over the guide and contact me if you have any questions or problems. I have also enclosed a set of instructions and blank diaries (notebooks). I will call you during the first week to make sure all the materials arrived intact and answer any questions you might have. Once every two weeks please remind the enrollees to remember to write in their diaries.

I will call you once around the middle of the summer to check on how the project is progressing. One week before the end of camp we will send you \$200 as a camp gift for your help with the project. This money will be for you and the enrollees to decide how to spend. Please try to make sure the enrollees continue to write in their diaries during the last week of camp (after we have sent the money) because it is important we have information about their experiences during the last week of camp.

Along with the money we will send a set of self-addressed and return postage paid envelopes. Please give one envelope to each enrollee and ask the enrollee to seal up the diary making sure their name, home address, and home telephone number are written on the inside of the cover so that we can return their diaries after we have completed our research. Would you then collect the envelopes with the diaries and mail them to me.

Please stress to the enrollees the confidential nature of the diaries--that no one but two or three members of the research team will see them. We will return the diaries in several months after we have completed our research.

Once again, I greatly appreciate your help with this study and look forward to speaking with you soon. If you have any questions, please feel free to contact me. You can call me or Lynn Johnson (project director of the YCC long-term benefits evaluation) collect at (303) 221-4390, ext. 432 or FTS 323-1432, or call me collect at home at (303) 221-3349.

Sincerely,

Ted Shore
Research Assistant

TS/cat

enc.

Appendix 3

Camp Director Presentation Guide for No Benefit Set Condition

CAMP DIRECTOR PRESENTATION GUIDE FOR DIARY PROJECT

A team of researchers from Colorado State University is doing a nationwide study for the administrators of the YCC program in Washington, D.C. They have asked for our help in the project so they can learn more about what enrollees think about the YCC program. To get this information they would like each of you to keep a diary of your experiences in YCC this summer. If we help they will pay our camp \$200 at the end of the summer. We can use the money however we want; for example, we may want to have a big party at the end of the summer. That's up to us to decide. I think this is a really good idea, and I hope you all agree to participate in the project. Our participation is voluntary, but I think it is important for us to help with the study. I personally would really like for everyone to participate.

Let me say some more about the diary study. They sent me a box of blank notebooks and some instructions for you.

*** PASS OUT NOTEBOOKS AND INSTRUCTIONS ***

Please take one notebook and one set of instructions and pass any extras in to me. Let's go over the instructions.

*** READ INSTRUCTIONS OUT LOUD ***

Are there any questions about the instructions?

Are you willing to do this?

If anyone has any questions or problems, please see me privately about them. Please save these instructions and try not to lose them. Re-read them from time to time to remind yourself of what you are supposed to be doing. I will remind you every now and then not to forget to write in your diaries. Thank you for your help with the project. I know the research team will be real pleased when I tell them how cooperative we are.

ADDITIONAL POINTS WORTH MENTIONING OR EMPHASIZING:

- (1) CONFIDENTIALITY: At the end of the summer we will give each enrollee a self-addressed envelope. They will physically seal their diaries in the envelope for mailing.
- (2) IDENTIFICATION: Please make sure names, addresses, and phone numbers are written on the inside cover of each diary in case of loss in camp and also for mailing back to the enrollees.
- (3) The study is not evaluation of the camp or the enrollees, but rather of the YCC program as a whole.
- (4) Please keep them writing in the diaries the last week of camp--up until the time of mailing even though we will have sent the money by then--there is good information the last week of camp!
- (5) It will be several months before the diaries can be returned.

Appendix 4

Instructions to Enrollees in No Benefit Set Condition

ENROLLEE INSTRUCTIONS--PLEASE SAVE

A team of research scientists at Colorado State University have been asked to conduct several evaluations of the Youth Conservation Corps program for the United States Department of the Interior and the U.S. Forest Service. One study attempts to learn what YCC enrollees think and feel about the program while in camp. We need your help with that study.

We would like you to keep a diary of your experiences in the YCC this summer and write about any significant events and your feelings about those events which take place. We would also like to know about your thoughts in general--what you think of the people you are with this summer, your personal likes and dislikes, and your feelings about yourself. Do not feel you must write in your diary every day, but please try to write something at least twice each week. Please write the date at the beginning of each entry you make in your diary. Feel free to start new entries in the middle of pages. Also, please write your name, home address, and home telephone number on the inside of the back cover of your diary so we can return it to you.

Your camp will be rewarded for its help in this research project. We will do this by sending your camp \$200 as a camp gift toward the end of the summer. You and your fellow YCC enrollees will decide as a group how you would like to spend the money. When camp is over, the camp director will provide you with a specially addressed envelope and ask you to seal up your diary in the envelope. The camp director will then collect all the sealed envelopes and mail them to us at Colorado State University where we will use them for our research. After we have completed our research, we will return your diary to you if you wish.

What you write in your diary is personal and confidential. Please do not discuss your diaries with other enrollees or the camp director. Also, you should know that only two or three individuals who are members of the CSU research team will see your diary, and your diary entries will be combined with others so that nothing you say will be traced back to you personally.

Thank you again for your help. Without that help this study will not be successful. We hope you have a good summer in YCC.

Sincerely,

Ted Shore
Research Assistant

PLEASE SAVE THESE INSTRUCTIONS

Appendix 5

Letter to Enrollees in Benefit Set Condition

Thank you for agreeing to participate in the 1980 YCC Diary Research Project that is being conducted by a team of research scientists at Colorado State University for U.S. Department of the Interior and Forest Service administrators of the YCC program.

As we discussed on the phone, our study will obtain information on enrollees' thoughts about YCC while in camp. We will get that information by asking several enrollees in different YCC camps to keep diaries of their experiences in YCC this summer. You are one of two enrollees in your camp that will be participating in this project. I have told the camp director that you will be involved in this project in case you have any questions or problems.

I will be sending you a set of instructions and a blank notebook for you to use as a diary directly to your YCC camp before camp begins. When you receive the materials, please write your name, address, and phone number on the inside of the back cover of the diary. This is in case your diary gets lost during the summer. Please read the instructions to make sure you understand what to do. These instructions should tell you everything you need to know. If they do not, please call me collect at the number given below. Please try not to lose your diary or the instructions. But if you do lose either the instructions or the diary, please tell your camp director. When writing in your diary, remember we are basically interested in the benefits you feel you are gaining from being in the YCC program. At the end of the summer we will send you a special envelope (return postage paid) for you to send us your diary. When we receive the diary, we will send you \$30 as a gift for your help with this study. Then several months later we will return your diary to you if you wish.

Thank you again for agreeing to help with this study. Without your help this study will not be successful. Please feel free to contact me at any time if you have any questions or problems. You can call me collect at:

(303) 221-3349 (home); (303) 221-4390, extension 432 (office);
or FTS 323-1432.

Sincerely,

Ted Shore
Research Assistant

TS/ct

Appendix 6

Letter to Camp Director in Benefit Set Condition

A team of research scientists at Colorado State University have been asked to conduct several evaluations of the Youth Conservation Corps program for the United States Department of the Interior and the U.S. Forest Service. One of our studies will obtain information on the enrollees' perceptions of YCC while in camp. We propose to get that information by asking enrollees to keep diaries of their experiences in the YCC this summer. We appreciate your willingness to help with this study.

Please understand that this study is not an evaluation of your camp but of the YCC program as a whole. Participation is voluntary, but without the help of you and the enrollees the study will not be successful.

I have contacted the enrollees whose names you have supplied to me, and the names of the two enrollees who will be participating in the study are as follows:

- (1)
- (2)

I have sent a confirmation letter to each of these enrollees at their home reiterating the nature of and purpose of the study. I will also be sending a set of instructions and a blank diary (notebook) to these two enrollees in care of the camp several days before camp starts. If they are missing either of these items, they will be instructed to contact you immediately. If they have any questions or problems, they were told they can call me collect. To reduce the burden on you and not infringe upon the privacy of the enrollees, we would like your role to consist basically of answering any questions the enrollees might have. Once every two weeks we will send a post card to the enrollees to remind them to write in their diaries. I will call you once around the middle of the summer to get your impressions of how the project is progressing. At the end of camp we will send you two self-addressed and return postage paid envelopes. We would appreciate it if you would give one to each of the two enrollees participating in the study and ask the enrollee to seal up their diary making sure their name, home address, and home telephone number are written on the inside of the cover so that we can return their diaries after we have completed our research. Would you then collect the envelopes with the diaries and mail them to me. Upon receipt of the diaries, we will send each enrollee \$30 for their help with this study. We will return their diaries to them in several months after completion of the research.

Once again, I greatly appreciate your help with this study and look forward to speaking with you soon. If you have any questions, please feel free to contact me. You can call me or Lynn Johnson (project director of the YCC long-term benefits evaluation) collect at (303) 221-4390, extension 432 or FTS 323-1432. Call me collect at home at (303) 221-3349.

Sincerely,

Ted Shore
Research Assistant

TS/ct

Appendix 7

Instructions to Enrollees in Benefit Set Condition

INSTRUCTIONS--PLEASE SAVE

A team of research scientists at Colorado State University have been asked to conduct several evaluations of the Youth Conservation Corps program for the United States Department of the Interior and the U.S. Forest Service. One study attempts to learn what YCC enrollees think and feel about the program while in camp. We need your help with the study.

We would like you to keep a diary of your experiences in the YCC this summer and write about any significant events and your feelings about those events which take place. We would also like to know about your thoughts in general--what you think of the people you are with this summer, your personal likes and dislikes, and your feelings about yourself. We are especially interested in your perceptions of the benefits of YCC to you. Those benefits may include things like learning how to get along better with others, improved work habits and skills, learning about the environment and other types of learning, and better physical fitness. We are also interested in any negative aspects of your experience such as unpleasant discoveries about yourself, disappointing relationships with others, and exposure to delinquent behaviors.

Do not feel you must write in your diary every day, but please try to write something at least twice each week. Please write the date on the page when you begin a new entry in your diary. What you write in your diary is personal and confidential. Please do not discuss your diaries with other enrollees or the camp director. Also, you should know that only two or three individuals who are members of the CSU research team will see your

diary, and your diary entries will be combined with others so that nothing you say will be traced back to you personally.

At the end of the summer the camp director will supply you with a specially addressed return postage paid envelope and ask you to seal up your diary in the envelope. The camp director will then mail your sealed envelope to us at Colorado State University where we will use it for our research. Please make sure your name, home telephone number, and home address are written on the inside of the cover so that we can return it to you if you wish. Upon receipt of your diary we will send you a check for \$30 for your help with this project. In several months, after we have completed our research, we will return your diary to you.

If other enrollees ask you why they weren't selected, tell them you were randomly chosen for the project. We would like to avoid any bad feelings about this, so please do not discuss your diary with any of the enrollees or the camp director.

Thank you again for your help. Without that help this study will not be successful. We hope you have a good summer in YCC.

Sincerely,

Ted Shore
Research Assistant

PLEASE SAVE THESE INSTRUCTIONS



College of Forestry and Natural Resources
Department of Recreation Resources

Colorado State University
Fort Collins, Colorado
80523

June 27, 1980

I hope you are having a good summer in YCC. I am a member of the research team working on the YCC Diary Project at Colorado State University. I am writing to remind you not to forget to write in your diary. Please write something at least twice each week and more often if you wish. It may help to re-read the instructions we sent you at the beginning of the summer.

I have enclosed an invoice (white sheet). Please sign it and return it in the enclosed return address-postage paid envelope as soon as possible. Your camp director can help you mail it back to us. We need the invoice so we can prepare the check for \$30 we will send you at the end of the summer after you mail us your diary. Please do not send us your diary now. It is important to write in your diary until the end of camp.

If you have any questions or problems you may call me collect at (303) 221-3349 or (303) 491-6002 or you can call Lynn Johnson collect at (303) 221-4390 (ask for extension 432).

Thank you again for your help with this project. Without your help the project will not be successful.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Ted Shore'.

Ted Shore
Research Assistant

TS/cle

P.S. Please write your Social Security Number under your name on the Invoice--we must have your Social Security Number in order to process your check. Also, please date the form before returning it.

EXHIBIT 2

Possible Long-Term Benefits and Questions Used to Measure Each¹

Category I - Awareness and Appreciation of the Environment²

1. Increased Interest in Environmental Problems

I often read articles about the environment in newspapers and magazines.
I try to make other people aware of environmental problems.
I enjoy nature study.

2. Personal Conservation Actions

I try to help solve environmental problems.
I am willing to ride a bicycle or use mass transit to reduce air pollution and conserve energy.
There are products I will not buy because of what they do to the environment.
Since May, 1979, I have changed some of the things I do to improve the environment.
I attend local government meetings on environmental issues.

3. Understanding of Conservation

I have a good understanding of how people's use of natural resources affects the environment.
It is important to save our natural areas even though there is pressure to develop them.
Wise management of natural resources means using some of these resources.

4. Enjoyment of Out-of-Doors⁴

I do not enjoy being out-of-doors (such as in a forest, park, or other natural area).

5. Human-Environment Interaction

Using lands for parks and wilderness areas is a waste of valuable land.
Most principles of ecology do not apply to man because man is able to master the environment.

Category II = Work Attitudes, Habits, and Skills

6. Easily Discouraged by Failure

It is easy for me to get discouraged when a task gets hard.
If I fail at something the first time, I usually give up.
I am easily discouraged by failure.

7. Independence on Work Tasks

When I start a project I usually see it through to the end.
I am able to work with little supervision.
When I need to make a decision I take my time to think it through.
I get a lot done during the day.
I am able to get things organized.
I usually try to solve my problems rather than relying on someone else to help me.
I have a hard time making decisions without help.

8. Planning and Organizing Work

I am good at planning my work.
I usually start on large assignments well ahead of the time they are due.
I organize activities well.

¹Youths were asked to mark in the questionnaire how much they agreed or disagreed with each question, which identified a particular type of behavior, value, or opinion. Parents reported their perceptions of the same for their children. Responses were made to a 7-point response format on which Highly Agree was later coded 7, Highly Disagree was coded 1, and Neutral was coded 4. Mean scores were computed (with scores on negatively worded questions reversed) to reflect greater benefit by a higher mean score. Without such "correction," a disagree score on the questionnaire could denote a desirable (beneficial) response to some of the questions.

²The possible benefits are listed according to five general categories.

9. Work Efficiency

- I need to be reminded more than once to do a task.
- I waste a lot of time while working.
- I have to be reminded to do things that I am responsible for.
- I do not usually finish my work on time.
- I look for excuses to avoid tasks I don't like.
- I usually quit projects before they are finished.

10. Ability to Find Jobs

- I am sure I can get a job when I want to.
- It has been hard for me to find jobs.

11. Persistence at Study

- It is hard for me to get myself to study.
- It is easy for me to get distracted when I study.

12. Tool Skills and Safety

- I feel I know the right way to use hand tools (such as saws, shovels, hammers).
- I know how to care for hand tools (such as saws, hammers, shovels).
- I know basic camping skills (such as pitching a tent, building a fire).
- I am more aware of good safety practices than my friends.
- I think about safety when using tools.

13. Dependability

- I can be counted on to do my share when working on a group task.
- I am the kind of person who can be counted on.
- I am a good worker.

14. Ability to Work with Others

- I find it easy to get along with people I work with.
- I do not mind working under close supervision.
- I work well with others.

15. Interest in School

- I find school interesting; it is not just something I have to do.
- I feel that doing well in school will help me in the future.

16. Achievement Motivation

- I don't mind working hard to achieve a goal.
- I set high goals for myself.
- If I work hard, I am sure I will succeed in life.

Category III - Ability to Get Along with Others

17. Good Relation with Parents

- I get along well with my parents (or guardian).
- I appreciate the home my parents have provided for me.
- My parents understand me.

18. Good Relation with Family

- I have a hard time talking to my family.
- No one pays much attention to me at home.
- I feel my parents push me too hard.

19. Ease With Others

- It is hard for me to express my thoughts to others.
- I don't really enjoy spending time with others my own age.
- I am uneasy around a group of people.
- I don't make friends easily.

20. Leadership

- I am often chosen as the leader of a group (such as president of a club or captain of a team).
- I don't like being the leader of a group.
- If made the leader of a group, I find it hard to take charge.

21. Willingness to Help at Home

- I help around the house without being asked.
- I consider it my duty to help around the house.

22. Willingness to Help at School

- I often offer extra help at work or school.
- I am willing to do some extra work without more pay.

23. Enjoy People
I am comfortable speaking to most adults.
I enjoy meeting new people.
24. Feeling Left Out
I often feel left out of things.
A lot of times I feel lonely.
25. Acceptance of Other Races
I enjoy working with people of other races.
I accept people of other races as much as people of my own race.

Category IV - Self-Confidence

26. Leisure Satisfaction
I am satisfied with my use of leisure time.
I wish now I used my leisure time better.
I don't know what leisure activities I really like.
27. Satisfaction with Plans for Future
I am excited about my future.
I am pleased with the way I'm preparing for the job I want.
I just can't make up my mind about what type of work I am cut out for.
28. Pride in Personal Work
I feel others are pleased with my work.
When something needs to be done, I often am the one to do it.
I make a good impression when I apply for a job.
My work is usually good.
29. Happiness with Physical Self
I am happy with myself physically.
I try to keep in good physical shape.
I would change my appearance if I could.
30. Overall Satisfaction with Self
I am happy with the kind of person I am.
I am satisfied with myself.
31. Personal Honesty
I'm not as honest as I would like to be.
I wish I could be more trustworthy.
I am not an ethical person.

Category V = Basic Orientation to Life

32. Feelings of Futility
I feel aimless and lack direction much of the time.
I feel that my life is not very useful.
I have trouble holding a job.
I am pretty confused and disorganized.
I have very little control over the success I have in life.
33. Caring About Others
I am concerned about others less fortunate than I.
I am concerned about other people.
Maybe some people do not get treated fairly, but that is not my concern.
There is much I can do about most of the problems our nation faces today.
Things work out best when people look out for their own welfare and let others take care of themselves.
34. Assertiveness
I speak out for what I believe.
I stand up for what I think is right, no matter what others think.
35. Healthy Diet
I try to eat foods that are good for me.
I do not really care if my diet is healthy.

Decisions about career and education are also part of this category.

Category I - Awareness and Appreciation of the Environment
(This scale was presented only to the youths)

36. Natural Resource Knowledge

Water as a resource is in more danger of being overused by current generations than is coal.

Clearcutting (cutting of all the trees in a timber sale area) is a practice of forestry which should never be used.

There would be no water pollution if man did not exist.

A renewable natural resource is one, such as copper or aluminum, which can be recycled after it is used.

EXHIBIT 3

Examples of Common Statements for each Category

Category	Example Comments
I. Awareness and Appreciation of the Environment	<p>At first I thought it was a waste of time, but when the ranger explained it was to prevent flooding, I realized how important it was.</p> <p>I wish people would be more careful with what they catch (fish).</p> <p>I'm finding I really do love "the great outdoors."</p> <p>The sign says, "Land of Many Uses." I'm beginning to realize how many uses it really has.</p> <p>We learned that water bars drain water off of the trail and prevent erosion.</p> <p>Living up here this summer has really made me appreciate my surroundings.</p> <p>The E.A. exercises really put me in touch with the environment.</p>
II. Orientation to Work	<p>We accomplished in a day what was to have taken a week.</p> <p>I hope they appreciate all the sweat that is going into this trail.</p> <p>Today we learned how to use a Polaski and McCloud.</p> <p>We finished building the fence today.</p> <p>We completed over 8 miles of trail in two days.</p> <p>We had a tailgate safety session on how to use a McCloud.</p>

Exhibit 3 cont.

Category	Example Comments
III. Ability to Get Along with Others	<p>I'm getting to know everyone better, which is neat.</p> <p>Today for the first time, I felt our crew was working together as a team.</p> <p>No one had much in common with anyone else, but now they've finally started to accept each other.</p> <p>Everyone in the camp seems to get along so well together. I'll miss them when its over.</p> <p>I find I appreciate my parents after I've been away awhile.</p> <p>Being up here makes me thankful for what my parents do for me.</p>
IV. Self-Confidence	<p>...you do it relatively by yourself. It gives you more time to think.</p> <p>One thing I've learned is that you have to like yourself.</p> <p>It makes me wonder what is my weak point?</p> <p>The solo has really given me time to think about myself.</p> <p>I think people don't act like themselves because they're afraid of being called weird.</p>
V. Basic Orientation to Life	<p>I always think you learn something in an experience.</p> <p>I suppose rules are important to every type of organization, but somehow I can't help hoping everyone would just cooperate.</p> <p>I'm not sure what to do, go to school or get a job.</p> <p>I've had lots of time to think about my career. I want to do well and help people.</p>

Exhibit 3 cont.

Category	Example Comments
V. Basic Orientation to Life continued	<p data-bbox="716 380 1390 441">It's too bad we won't see each other again. I hope they are happy.</p> <p data-bbox="716 474 1390 537">I think everybody here is going to turn out all right.</p>
VI. Organizational	<p data-bbox="716 604 1438 665">It was a considerable lack of planning to send so many people to do so small a job.</p> <p data-bbox="716 699 1438 793">Today we got off to a roaring start. We sat around for 30 minutes waiting for everything to get organized.</p> <p data-bbox="716 827 1438 955">It seems to me that after so many years of a YCC program the regular people would be more cooperative. It seems no one wants to help us organize our projects.</p>

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